

VISIT...

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Tutor Teaching Tips

Repeated Reading • Y-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards

Introducing the Passage



5 minutes

Read part 1 of the passage *Cesar Chavez* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage. Read the passage again, having the child read along with you. If he/she has difficulty reading along, slow the pace or read a small chunk (one or two sentences), and then have the child read that chunk with you. Continue reading smaller chunks until you and the child have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What did Cesar Chavez do? (organized a union for farm workers)

What were conditions like for farm workers? (poor sanitation, dangerous work, etc.)

What is a union? (organization that fights for the rights of workers)

If time permits, repeat the steps above using part 2 of the passage, *Cesar Chavez*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Spread out each set of game cards on opposite sides of the table. Have the child turn over one card from each set. Have the child tell you if the word (set 1) is the root of the longer word (set 2). If the child is correct and the words match, he/she gets to keep the cards. If the root word does not match the suffix word, or if the child is incorrect, the child turns the cards over and it is your turn. Repeat the game as time permits.

Part 1

Cesar Chavez was one of the most famous union leaders in the world. He 14
 was a poor farm worker with very little formal education, but against great 27
 odds he founded and successfully organized a labor union for farm workers. 39
 A union is a group of workers who gather their power together to fight 53
 against low wages and dangerous working conditions. 60

During the Great Depression, most farms in California were owned by 71
 corporations or wealthy growers who wanted cheap labor. They provided 81
 camps for the workers to live in. Many families crowded into tiny shacks, 94
 while others lived in tents along riverbanks or under bridges. 104

Besides being hard work for low pay, farm labor was also dangerous. 116
 Farm machine accidents and exposure to insect- and weed-killing chemicals 127
 resulted in injury, illness, and even death. Basic necessities, such as toilets 139
 and fresh water, often were not provided. But the worst part about being 152
 a migrant worker was the fact that workers were often cheated out of their 166
 already meager pay. 169

Cesar knew a union could make big improvements in the lives of farm 182
 workers. 183



Growers often provided poor housing.

Part 2

Cesar began driving up and down California farming areas in an old beat-up station wagon. He met with farm workers in their homes and talked with them about their problems.

In 1965, a group of Filipino farm workers went on strike against California grape growers. One week later, 1,200 member families of Cesar's National Farm Workers Association (NFWA) voted to join the strike. Workers set up picket lines in the fields, proudly waving their homemade union flags. Right from the start, Cesar insisted that the union members never use violence.

During the long struggle, Cesar worked tirelessly, and he led by example. At one point, some of the farm workers became discouraged and wanted to resort to violence. Cesar went on a water-only fast that lasted 25 days. Those who still wanted to use violence would have to face the consequences of allowing Cesar to starve. Cesar's fast re-energized the farm workers and put an end to the talk of violence.

Support for the boycott continued, and after five long years, the Delano grape growers agreed to the union's demands. Against all odds, Cesar's efforts had succeeded.



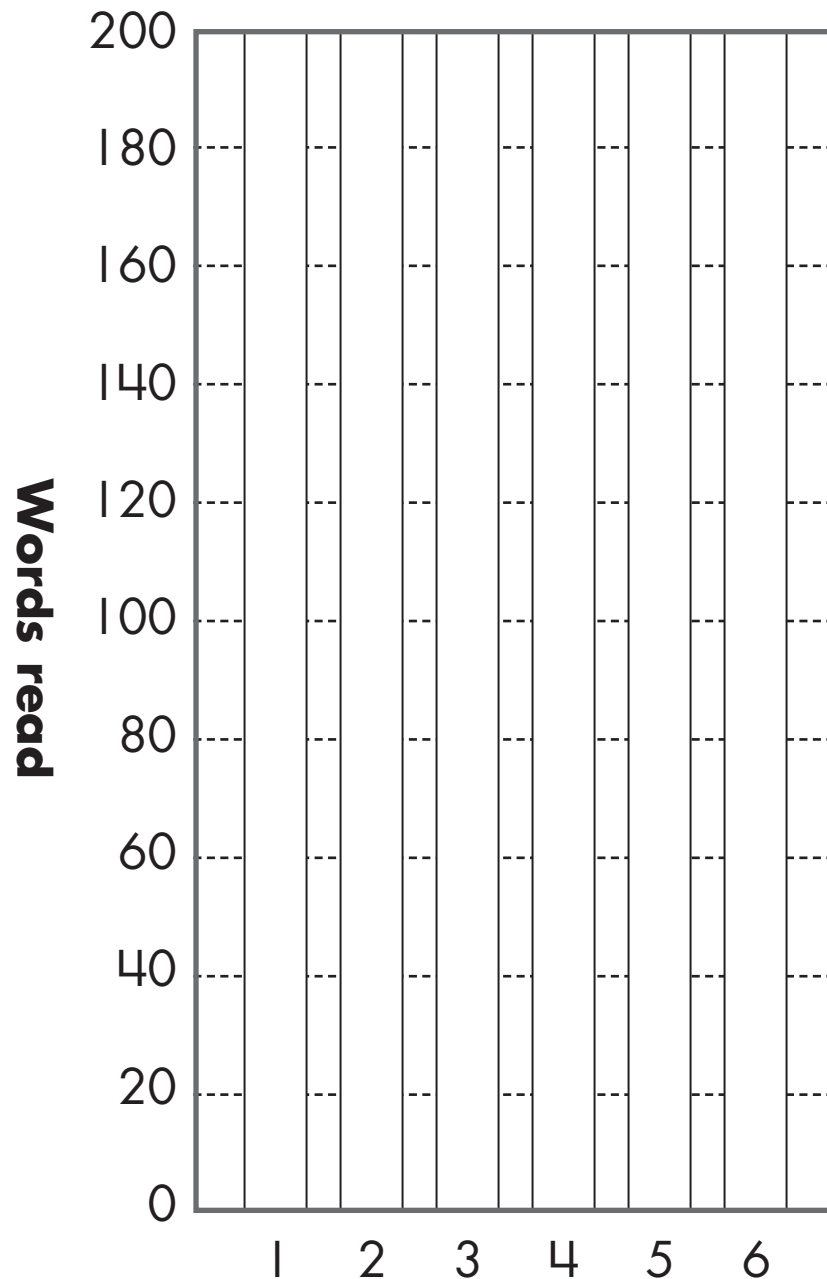
Cesar with Robert F. Kennedy, in Delano, California, March 1968.

Fluency

Repeated Reading Bar Graph

Lesson Y-1

Name _____ Date _____



Number of errors: _____

1 2 3 4 5 6



dark

care

realize

success

organize

administer

tire

youth

use



darkness

careful

realization

successful

organization

administration

tireless

youthful

useful